

EXHIBITIONS ADAPTATION PROTOCOL:

Review Tool for Evaluating & Adapting Exhibition Assessments

1. FEATURE # 1:

Does the exhibition assessment allow for public sharing beyond the typical classroom audience?

YES

Identify intended audience for exhibitions.



NO

Review the questions and considerations under 'Local Decisions to be Made' for Feature #1 to determine the appropriate audience for your school's exhibition assessments.

Identify intended audience(s):

2. FEATURE #2:

Is the assessment open enough to offer opportunities for student choice and voice about presentation skills, research/exploration processes, or content knowledge without diminishing or changing the content? Is there more than one appropriate solution or response or more than one appropriate approach?

YES

Identify areas of student choice and voice and school parameters.



NO

Review the questions and considerations under 'Local Decisions to be Made' for Feature #2 to determine the appropriate parameters for student choice and voice for your school's exhibition assessments: What is required for all? What is optional?

Identify areas of student choice:

Identify areas/aspects required by all students:

How will individual student "voice" be encouraged and supported during the process?

3. FEATURE #3:

Does the exhibition provide an opportunity to extend or demonstrate sophistication, by highlighting “new learning” gained when answering a question though research/exploration?

YES

Describe the research or exploration processes and supports students will be given to gain new learning. ↓

NO

Review the questions and considerations under ‘Local Decisions to be Made’ for Feature #3 to determine appropriate models for research/exploration for your school's exhibition assessments.

Describe how students will apply strategic thinking, reasoning, and planning to gain new learning:

How will students’ prior learning be determined and documented?

4. FEATURE #4:

Does the assessment represent the culmination or synthesis of learning experiences, by providing artifacts (tangible products, performance, etc.) to document oral presentation and defense and evidence of research/exploration? Does it provide the opportunity to apply knowledge and skills developed through curriculum and instruction? Will it serve as a formative assessment to inform instruction or as a summative assessment to draw conclusions about achievement?

YES

Describe the expected products of learning/artifacts
↓

NO

Review the questions and considerations under ‘Local Decisions to be Made’ for Feature #4 to determine a range of artifacts to document learning for your school's exhibition assessments.

Describe expected products of learning/artifacts to be assessed:

5. FEATURE #5A (Overall Presentation):

Does the assessment address a performance indicator from Maine's *Learning Results* at the designated grade span and content standards for oral presentation and defense? Is the "cognitive demand" of the exhibition assessment at the same level as that in the performance indicator? Is the level of difficulty for the assessment the same as the level of difficulty suggested by the wording of the performance indicator?

YES

List the performance indicator(s) assessed on the exhibitions planning worksheet under "oral presentation and defense."

NO

Review the questions and guidelines under 'Local Decisions to be Made' for Feature #5A to determine the performance indicators for oral presentation and defense.

FEATURE #5B (Content Knowledge):

Does the assessment address a performance indicator from Maine's *Learning Results* at the designated grade span and content standards for content focus? Is the "cognitive demand" of the exhibition assessment at the same level as that in the performance indicator? Is the level of difficulty for the assessment the same as the level of difficulty suggested by the wording of the performance indicator?

YES

List the performance indicator(s) assessed on the exhibitions planning worksheet under "content focus."

NO

Review the questions and guidelines under 'Local Decisions to be Made' for Feature #5B to determine the performance indicators for the content focus.

FEATURE #5C (Research/Exploration Process Skills):

Does the assessment address a performance indicator from Maine's *Learning Results* at the designated grade span and content standards for process skills? Is the "cognitive demand" of the exhibition assessment at the same level as that in the performance indicator? Is the level of difficulty for the assessment the same as the level of difficulty suggested by the wording of the performance indicator?

YES

List the performance indicator(s) assessed on the exhibitions planning worksheet under "research/exploration."

NO

Review the questions and guidelines under 'Local Decisions to be Made' for Feature #5C to determine the performance indicators for process/research skills.

6. FEATURE #6:

Does the assessment include opportunities for the students' purposeful reflection on what was learned?

YES

Describe how critical reflections will be assessed or documented. Identify performance indicators, if any, on exhibitions planning worksheet.



NO

Review the questions and guidelines under 'Local Decisions to be Made' for Feature #6 to determine the process for assessing students' critical reflections. Will the assessment be formative or summative? Will the assessment be linked to Maine's performance indicators?

Describe how students' critical reflections on their learning will be assessed and/or documented:

7. FEATURE #7:

Will students get assessment feedback from multiple sources? How could including other sources strengthen the exhibition?

YES

Identify (on exhibitions planning worksheet) who will assess each component of the exhibition.

NO

Review the questions and guidelines under 'Local Decisions to be Made' for Feature #7 to determine potential assessors for each component of the exhibition assessment (e.g., peers, staff, content experts, etc.).

8. FEATURE #8: (Optional Feature – Assessing Peer feedback)

Will peer feedback on exhibitions be assessed for quality?

YES

Identify performance indicators linked to peer feedback on exhibitions planning worksheet.

NO

Review the questions and guidelines under 'Local Decisions to be Made' for Feature #8 to determine appropriateness and practicality of assessing the quality of feedback provided by peers. (Generally, this is a listening skill performance indicator.)

GENERAL (across all EXHIBITION ASSESSMENTS):

9. Developmentally Appropriate

Is the assessment realistic in its requirements regarding students' content knowledge, background, and experiences? Is it developmentally appropriate?

<u>YES</u>	<u>NO</u>
Describe the assessment's accessibility to all students. ↓	Suggest revisions to the exhibition assessment guidelines so that it is suitable for your students while maintaining the alignment established in earlier steps. Consider changing the context of the task or providing students with additional background information, instructional support, mentoring, etc. prior and during the development of the products.

10. Equity

Does the assessment provide entry for all students?

<u>YES</u>	<u>NO</u>
Describe prior instructional opportunities and scaffolding (e.g., mentoring) available to students ↓	Suggest revisions to the assessment creating "scaffolding" or initial steps that will be accessible to all students. These additions should make it possible for all students to <i>get started</i> .

Describe instructional opportunities and supports available to ensure success of all students:

11. Bias

Are the student materials that describe the exhibition requirements and choices free of any language or references that represent a bias?

<u>YES</u>	<u>NO</u>
	Suggest revisions to exclude any descriptions, terms, or references that represent a stereotype or bias against any group or individual.

12. Visual Appearance

Are the student materials that describe the exhibition requirements and choices visually appealing and easy to follow?

YES

Ready for students!

NO

Suggest revisions or reformatting to make the assessment easy to read and follow, to include images/pictures that might enhance the appearance, to break up the requirements/expectations, and/or to highlight high priority steps or aspects. If appropriate, suggest forms, worksheets, and/or templates that might accompany the assessment.

13. Rubrics and Scoring Guides

Does the assessment include a rubric and scoring guide based on the selected performance indicator(s) and include specific descriptions of four levels of performance (not meeting, partially meeting, meeting, and exceeding)?

YES

Ready for students!

NO

Use "Guidelines for Drafting Rubrics and Scoring Guides" and "Rubric and Scoring Guide Template" to suggest the criteria and "meets the standards" and "exceeds the standards" descriptors for the assessment. Identify rubrics for development on Action Planning Guide for Exhibitions (next page).

14. Professional Development

Has there been adequate training provided for teachers, mentors, outside assessors, etc.?

YES

Ready for adults!

NO

Identify areas of professional development and training needed on Action Planning Guide for Exhibitions (next page).

Action Planning Guide for Adapting Exhibition Assessment

Exhibition FEATURES & Criteria	All Aspects Completed (enter date)	Identify any Rubric Development Still Needed	Action Steps for Meeting Technical Criteria	To be Completed When?/By Whom?	
1					
2					
3					
4					
5A					
5B					
5C					
6					
7					
8 (optional)					
9					
10					
11					
12					
13		Identify rubrics needed by Feature			
14 optional)					

